



**Educational Applications for Novice Teachers
Complementary Material for teachers of English
(Innovative Classroom Practices)**

Trainer Manual

**January 2013
Complementary Course – 3 days – 18 hours**

INTRODUCTION:

The novice teacher has some fears before he/she takes his/her first steps to the class, he has fears of what he will see from his students. He remembers his first days, when he was a student , and the tricks he made to distract his colleagues' attention during the class time; his self confidence decreases when he thinks that these problems will face him at the class such as :

- Most students are not responsive to the class
- Less discipline, less management and no control on the problem-maker students
- Complete silence when asking easy questions
- Students are not satisfied with his answers on their questions

The topics in this manual try to answer most of these questions and lead the teacher to references that may help him to overcome such challenges and take him, step by step, to acquire the experience required to begin his career positively and properly to increase self-confidence and competences.

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GOAL:

IMPROVING THE PERFORMANCE SKILLS OF THE NOVICE TEACHERS OF ENGLISH

Objectives

By the end of the three day workshop, trainees will be able to :

- ✓ Explore expectations about the training sessions.
- ✓ Compare expectations and the training topics.
- ✓ Brainstorm the participants' ideas about the first saying .
- ✓ Focus their attention on the importance of planning .
- ✓ Explain what is meant by "proper planning "
- ✓ Identify the steps of lesson planning
- ✓ Define "objectives"
- ✓ Raise trainees awareness for using teaching aids .
- ✓ Identify the importance of using teaching aids
- ✓ Identify the importance of organizing the teaching board.
- ✓ Define "Teaching strategies".
- ✓ Identify a few of teaching strategies.
- ✓ Know the importance of the review stage.
- ✓ Use some ideas for warm-up activities
- ✓ Know more about the steps of " practice and homework".
- ✓ Be able to assess their own performance.
- ✓ Identify the similarities between listening and reading.
- ✓ Identify the stages of presenting a listening lesson.
- ✓ Be familiar with the pre-listening activities
- ✓ Demonstrate a whole listening lesson from the Hello series.
- ✓ Identify the rationale beyond teaching songs.
- ✓ Identify steps for teaching songs.
- ✓ Identify the steps for teaching reading .
- ✓ Identify the rationale beyond teaching stories.
- ✓ Demonstrate a reading lesson.
- ✓ Identify the rationale behind teaching writing at an early stage.
- ✓ Describe the process of writing in the hello series.
- ✓ Identify the steps for teaching writing .
- ✓ Present new vocabulary item
- ✓ Use and present structure in class.
- ✓ Evaluate the training

TRAINING AGENDA

THE 1ST DAY

SESSION	ACTIVITY	TIME	DURATION
SESSION 1	GETTING TO KNOW EACH OTHER ICE-BREAKER	60 MS	9 :00 TO 10 :00
	ELICITING TRAINEES ' EXPECTATIONS	40 MS	10 :00 TO 10 : 40
	WHY PLANNING	40 MS	10 :40 TO 11: 20
	HOW TO PLAN A LESSON	40 MS	11 :20 TO 12 :00
BREAK			
SESSION 2	TEACHING LISTENING AND SONGS	160 MS	12 :30 TO 3 :30

THE 2ND DAY

SESSION	ACTIVITY	TIME	DURATION
	CONT. TASKSHEET 11 (PRESENTING LISTENING)	20 MS	9 :00 TO 9 :40
	ACTIVITY 16 (TEACHING SONGS) TEACHING READING AND STORY-TELLING	20 MS 160 MS	9:40 TO 12:20
	DEMONSTRATIONS	60 MS	12 :20 TO 1:20
BREAK			
SESSION 2	TEACHING WRITING	1:40 MS	1:50 TO 3:30

Educational Applications for Novice Teachers

THE 3RD DAY

SESSION	ACTIVITY	TIME	DURATION
SESSION 1			
	TEACHING WRITING	120 MS	9 :00 TO 11 :00
	DEMONSTRATIONS	60 MS	11 :00 TO 12 :00
BREAK			
SESSION 2	TECHNIQUES FOR TEACHING NEW VOCABULARY	60 MS	12:30 TO 1 :30
	STEPS FOR TEACHING STRUCTURE	60 MS	1 :30 TO 2 :30
	DEMONSTRATIONS	60 MS	2 :30 TO 3 :30

NOTE :

TRAINING DAY BEGINS AT 9 :00 AND ENDS AT 3 : 30 WITH A BREAK FOR HALF AN HOUR



**Complementary material for teachers of English
Innovative classroom practices**

Day one Objectives

- ✓ Explore participant's expectations about the training sessions.
- ✓ Compare participant's expectations and the training topics.
- ✓ Brainstorm the participants' ideas about the first saying.
- ✓ Focus their attention on the importance of planning
- ✓ Comment(2)
- ✓ Ask trainees to comment on the second sentence
- ✓ Explain what is meant by "proper planning "
- ✓ Identify the steps of lesson planning
- ✓ Define "objectives"
- ✓ Identify the importance of using teaching aids
- ✓ Identify the importance of organizing the teaching board.
- ✓ Define "Teaching strategies".
- ✓ Identify samples of teaching strategies.
- ✓ Know the importance of the review stage.
- ✓ Use some ideas for warm-up activities
- ✓ Know more about the steps of "practice and homework".
- ✓ Be able to assess their own performance.
- ✓ Identify the similarities between listening and reading.
- ✓ Identify the stages of presenting a listening lesson.
- ✓ Be familiar with the pre-listening activities
- ✓ Demonstrate a whole listening lesson from the Hello series.
- ✓ Identify the rationale beyond teaching songs.
- ✓ Identify steps for teaching songs.

Activity 1
Trainees' expectations

Time (20 Min.)

Objectives:

- Explore participants' expectations about the training sessions.
- Compare participant' expectations with the training objectives.

Icebreaking:

- Introduce yourself to the participants.
- Use any technique to help participants introduce themselves using their names and Idaras.

Ask participants the following questions:

- **What do you expect to know about "Lesson planning?"**
- **How do you plan your lessons?**
- **Is it easy or difficult to plan a lesson? Why?**

- **Write participants answers on a flip chart.**
- **Display the Objectives slides.**
- **Compare their answers with the objectives.**

Training Aids:

Flip chart – Marker - Slides (1-6)

Activity 2

Time (20 Min.)

Objective:

- Identify the importance of lesson planning.

Procedures:

Comment (1)

- Brainstorm the participants' ideas about the first saying.
- Draw their attention to the fact that planning is a must for everything not only for teaching.

Comment (2)

- Ask trainees to comment on the second sentence

Explain what is meant by “proper planning”

Training Aids:

slide (7-8)

Activity 3

(Why planning?)

Time (15 Min.)

Objectives:

- Focus on the importance of planning

Procedures:

- Ask trainees about the importance of planning
- Connect this with their life and how it would be without planning and compare this with lesson planning.
- Let your trainees compare between travel and teaching in view of planning
- Divide them into groups to answer **Task Sheet 1**
“Why do we need a lesson plan?”
- Ask them to write down all the reasons for writing a lesson plan starting with “We need a lesson plan because/to
- Give them a model that we need to plan carefully to consider individual differences among Ss.
- Present slide (12-13)
- Make sure , participants know how planning
 - builds their self-confidence,
 - eliminates mistakes
 - helps them to develop professionally.

Training Aids:

Task Sheet No. one
Slides(9-13)

Task sheet (1)

Why lesson planning?

- In your groups, think of all the reasons for planning a lesson.
- You have 5 minutes to do this.

Teachers need to plan lessons for/to.....



Activity 4
Lesson Planning

Time (10 Min.)

Objectives:

Identify the steps of lesson planning.

Procedures:

- Ask trainees about the steps of a lesson plan.
- Write their ideas on a flip chart.
- Tell them we begin with:
 - Objectives,
 - learning Aids,
 - Review,
 - Warm up,
 - Presentation,
 - Practice,
 - Communication Skills,
 - Home Assignment and
 - Self-evaluation.
- Show them slide 14 with the steps and emphasize the importance of following these steps.
- Refer that these steps will be discussed later in details.

Training Aids:

Marker – Flip Chart - Slide 14

Activity 5

Objectives

Time (20 Min.)

Objectives:

- Define “Objectives”

Procedures:

- Ask trainees to tell what we mean by the word "Objectives".
- Demonstrate slide 14 and discuss the definition with them .
- Refer to the fact that Objectives should be SMART i.e.
Specific, Measurable, Appropriate and Relevant and Timed
- Remind them that objectives should have behavioral verb (that can be watched and measured), condition and criterion.
- Stress that we should have cognitive, psychomotor and affective objectives (Knowledge, skills and attitude). KSA
- Model an objective and ask for more examples.
- Tell trainees we should discuss these objectives with our Ss to make them highly motivated as we want them to be sharers and careers.
- Tell them that the objectives for each lesson are written in the teacher's guide
- It is our role to be flexible and plan our lessons and our activities to achieve the objectives.

Training Aids:

Slide No. 14

Activity 6

Learning Aids

Time (15 Min.)

Objectives:

- Identify the importance of learning aids.

Procedures:

- Tell your trainees that we want to avoid verbalization and touch on sensation.
- Remind them of the "Cone of Experience" which begins with abstracts and verbal symbols and ends in direct life experience.
- Stress the idea that Ss learn in different ways. Some students learn
 - by hearing things,
 - Other students learn by seeing things.
 - Others may learn moving by whole body movement. Hence, we should satisfy our Ss' learning styles.
- Ask them about the different names learning Aids may take, eg visual aids, audio aids, audio-visual aids etc. Refer to the latest name which is technology of education(employing knowledge in scientific purposes in an orderly way)
- Read " Task Sheet 2" instructions Ask them to share opinions with the whole group.
- Discuss their opinions and provide your own feedback.
- REFER TO THE CONE OF EXPERIENCE

] Training Aids: Task sheet 2 & Slides (16-18)

Task sheet (2)

Teaching Aids

- ✓ Look at these opinions .Work in pairs .Tick agree or disagree.
- ✓ Share your ideas with the whole group

You have 10 minutes to do this.

Opinions	Agree	Disagree
1-It takes up too much time and costs a lot of money to make visual aids		
2-The teacher can be a visual aid .		
3- The illustrations in the student book is quite enough.		
4- The teacher can use visual aids to teach pupils letters , numbers ,words and grammar		
5-Using visual aids takes up too much time . So teachers shouldn't use visual aids very often in class .		
6-The teacher needs to be a good artist making stick figure drawings .		
7-It is always quicker and more effective to use the BB.		

Activity 7

Teaching Aids

Time (15 Min.)

Objectives :

Identify the importance of using teaching aids

Procedures :

Ask them to work in groups to find the answer to this question:

"Do you think learning aids are important for teachers and learners? Why?" Task Sheet 3

- Each group will be provided with a chart to write their answers and publish their work on the wall to share ideas.
- Ask a spokesperson from each group to demonstrate the group's ideas.
- Explain the importance of teaching aids (slides 19-24)
- Ask for samples of teaching aids.
- Compare their answers with samples of teaching aids in the slides.

Training Aids :

Task Sheet 3 – Markers – Flip Charts – Slides 19:24

Task Sheet (3)
Teaching Aids

✓ **"Do you think learning aids are important for teachers and learners? Why? "**

✓ **Work in groups .Discuss the answer to this question.**

✓ **You have 5 minutes to do this**

Yes /No

Because

✓

✓

✓

✓

✓

✓

Activity 8

Board organization

Time (10 Min.)

Objectives :

Identify the importance of organizing the teaching board.

Procedures :

- Elicit from participants the importance of using the board.
- Draw their attention to the importance of organizing the board.
- Read the instructions of task sheet 4 and allow the participants time to look at Miss Messy' board.
- Elicit from them comments about the board and discuss them.
- Present slide (28).
- Ask them to compare the two boards.
- Give your own feedback.
- Elicit the characteristics of a well-organized board.
- Discuss with the participants samples of teaching aids such as (pocket chart)
- Present slide number 30.

Training Aids :

Task Sheet 4 – Markers – Flip Charts – Slides 25:30


Task Sheet (4) Board organization

- ✓ In your groups, look at Miss Missy's board.
- ✓ Write your comment about the organization of the board.
- ✓ You have 5 minutes to do this.

Review


2- mustn't
3- must

Answers :
1- must
4- mustn't



Circle the odd one out:-
1- boat-bus-listen-plane.
2-write-shout-talk-speak

Unit 2
Lesson 2
SB 8 AB 8



Today we will learn :
to read signs .
school rules .

Homework
AB p. 8 ex B

You must turn right.
You must wear a helmet .

You mustn't swim in a small canal .
You mustn't smoke here .

Sign
Fire exit
noisy
Helmet
Small canal

Comments:

◆
◆
◆

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Trainee Manual

Activity 9

Teaching strategies

Time (15 Min.)

Objectives:

- Define “Teaching strategies”.
- Identify samples of teaching strategies.

Procedures:

- Elicit from participants the definition of “Teaching **Strategies**, drawing their attention that the word “strategy” is a military word that means: a way but the term became more general to be used in teaching.
- Present slide (31-32).
Elicit from participants different **Teaching strategies they use in class.**
- Present slide (33).
- Shed the light on each strategy and how to use it.

Training Aids :

– **Markers – Flip Charts – Slides 31-33**

Activity no 10

Review and warm-up

Time (15 Min.)

Objectives :

Complementary Material for teachers of English (Innovative Classroom Practices)
Trainee Manual

Educational Applications for Novice Teachers

Know the importance of the review stage.
Use some ideas for warm-up activities

Procedures:

- Elicit from participants the difference between the review and the warm-up stages.
- Draw the participants' attention that the review is for revising the previously taught material while the warm-up is paving the way for the new material.
- Read the instructions of Task sheet 5 and allow them time to think of warm-up activity.
- Present slide (34-39).

Training Aids:

Task sheet 5– **Markers – Flip Charts – Slides 34-39**

Task Sheet (5)
Warm-up

✓ **Work in your groups. Think of some warm-up activities.**

✓ **You have 5 minutes to do this.**

-
-
-
-
-

Activity no 11

Presentation of new material

Time (25 Min.)

Objectives:

Identify the steps of presenting a new material.

Procedures:

- Tell participants that the presentation stage carries a special importance of planning a lesson and that it is almost carried out by the teachers.
- Allow 5 minutes for each group to demonstrate just one different step.
- Monitor the activity going round the groups encouraging, supporting and be sometimes part of the groups.
- Present slides (40-54) showing the different stages of presentation that they need their students to go through.

Training Aids:

Slides 40-54

Activity no 12

Practice, homework, self-evaluation

Time (20 Min.)

Objectives:

Know more about the steps of “ practice and homework”.

Be able to assess their own performance.

Procedures:

- Tell participants that the practice stage is the time for more application from the part of students. It needs more time than the presentation stage.
- Tell them also that the homework is for further practice and that it should be done at home. Besides ,it should be closely related to new material and must be modeled in class
- Present slides (55-56) showing the different characteristics of homework.
- Elicit from participants the importance of assessing their own performance after each period.
- Help them with some questions for self-evaluation. (Questions can be : a- how did you use to implement this before training? B – Do you have readiness to change your performance? in what way?
- Tell them that they need to be honest when they answer the questions and that the main objective is to improve their own performance.
- Read the instructions of task sheet (6) and ask the participants to match each definition with the relevant stage.
- Get feedback from each group.
- Provide your own feedback constructively.

Training Aids:

Task sheet (6)- **Slides 55-5**

Task Sheet (6)
Lesson planning

- ❖ In your groups, write the following component opposite to definition.
- ❖ Lesson Components are: Objectives – Warm-up – Teaching aids – Teaching Strategies – Presentation –practice-Communication Skills-Assessment.
- ❖ You have 10 minutes to do this

Component	Definition
	How will I know that my students have achieved the objectives?
	Paves the way for the new material.
	This is how you introduce the new material
	What do I want my students to know or be able to do at the end of a particular lesson?
	What am I going to use to help students understand the meaning of the new language and achieve the objectives?
	This is the rehearsal of certain behaviors to consolidate learning and improve performance.
	During it the message should be conveyed across. It should be done in all directions.
	What I do to introduce any new material: grammar, vocabulary, a task, text, a concept?

Activity no 13

Why is listening sometimes difficult?

Time (15 Min.)

Objectives:

Identify the similarities between listening and reading.

Procedures:

- Tell participants that we are going to discuss the steps used for presenting the four language skills.
- We will start with the listening skill as it is the mother skill and through which we can build up comprehensible input.
- Show the similarities between listening and reading.
- Discuss with the participants why listening is difficult for our students to learn.
- Draw their attention to the fact that students need to practice listening more in classes to be able to respond to the listening component in their listening tests.

Training Aids:

Slides (61-65)

Activity no 14
Stages of teaching listening
Task sheet (7)

Time (20 Min.)

Objectives:

Identify the stages of presenting a listening lesson.

Procedures:

- Elicit from participants the three stages of presenting listening.
- Present slide (66)
- Discuss with them what to be done in each stage
- Shed the light on the importance of the pre-listening stage as it will pave the way to the listening text.
- Tell them that it is very important to give clear instructions before playing the tape.
- Discuss with them also that the purpose of listening should be clear. They need to be clear about what they are going to do during listening.
- Elicit from participants some activities to be done in the post-listening stage to consolidate the content of the listening text.
- Give the instructions of task sheet (7) and help participants to match the activities with the appropriate listening stage.

Training Aids:

Task sheet 7-Slides (66-67)

Task sheet 7

❖ The following are jumbled listening activities; (Pre, during and post).

❖ Match the suitable activities next to the relevant stage.

❖ You have 5 minutes to do this.

Listening activities	Pre	During	Post
❖ What are the ideas that come to your minds when you listen to this title?			
❖ Noha and Ahmed, can you act the dialogue?			
❖ Listen and identify.			
❖ Choose another ending to the text.			
❖ Listen and write.			
❖ What can you see in this picture?			

Activity 15

Task sheet (8-9)

Time (15 Min.)

Objective:

Be familiar with the pre-listening activities

Procedures:

- Discuss with participants the characteristics of pre-listening activities.
- Elicit from participants the qualities of a good pre-listening activity.
- Give instructions of task sheet (8). Give one flip chart to the first group and ask each group to write one adjective that describes a pre-listening activity using a different color.
- Rotate the same flip chart to all groups.
- Tell participants not to repeat the adjectives that are already there.
- Ask one of the participants to present the product.
- Present slide (72) and compare it to the flip chart.
- Give instructions of task sheet (9) and allow participants time to think of ideas for pre-listening activity.

Training Aids:

Task sheet (8-9)

Slides (66-73)

Task sheet 8

Think in pairs for Five minutes.

A pre-listening activity should:



Task sheet 9

- ✓ **Work in your groups for ten minutes to design a pre-listening activity.**

Activity no 16

Task sheet (10-11)

Time (30 Min.)

Objectives:

Demonstrate a whole listening lesson from the Hello series.

Procedures:

- Give instructions of task sheet (10).
- Discuss with participants some ideas of the during-listening stage.
- Tell them to mention the reason why they agree or disagree with the ideas.
- Allow participants time (of 5 Min) to think of some pre , during and post listening activities that suit the lesson they see on the slide.
- Choose one or two groups to design the pre-listening activity
- Choose one or two groups to design the during-listening activity.
- Choose one or two groups to design the post-listening activity.
- Present slide (78) and discuss tips for active listening.

Training Aids:

Task sheet (10-11)

Slides (74-78)

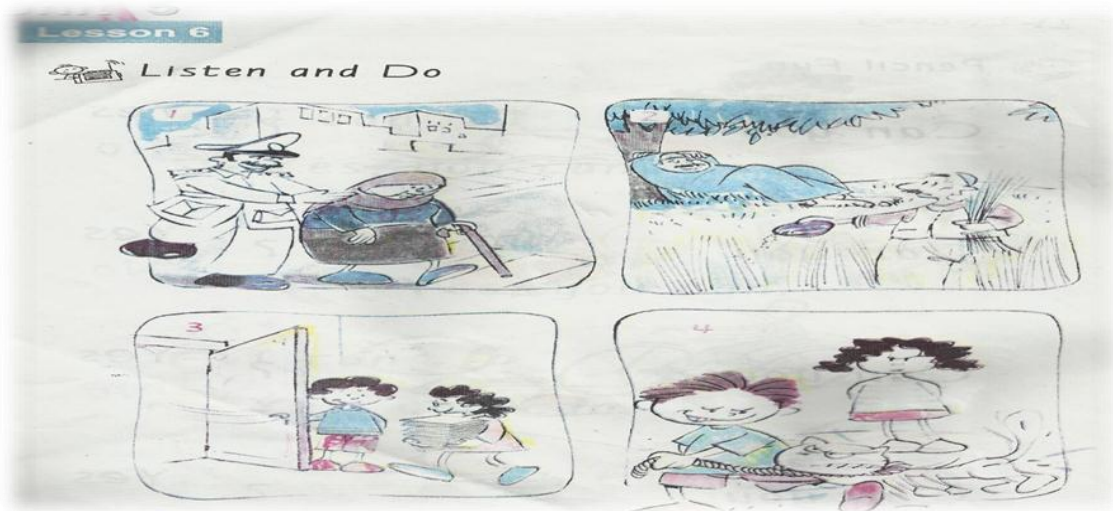
Task sheet 10

❖ Discuss the following ideas about the during-listening stage with your group. Write ☒ next to each idea.

❖ You have five minute to do this.

Ideas	Agree	Don't Agree
My Ss need to listen to the tape only once.		
I pause the tape during listening when necessary.		
During listening, my students do not speak or ask questions.		
I start the lesson by playing the tape.		
I adjust the tape before getting into the classroom.		
My students should listen to do some activities.		

Task sheet 11



Look at unit 5 lesson 6

In your groups apply the previous three stages of presenting listening.

You have 15 minutes to do this



**Complementary material for teachers of English
Innovative classroom practices**

Day Two

Day two

Objectives

- Identify the steps for teaching reading .
- Identify the rationale beyond teaching stories.
- Demonstrate a reading lesson.
- Identify the rationale behind teaching writing at an early stage.
- Describe the process of writing in the hello series.
- Identify the rationale beyond teaching songs.
- Identify steps for teaching songs.

Activity 1 Teaching songs

Time (40 Ms.)

Objectives:

- ✓ Identify the rationale beyond teaching songs.
- ✓ Identify steps for teaching songs.

Procedures:

- Elicit from participants the reasons for teaching songs and tell them the importance of songs as they create fun in class.
- Present slide (80) and compare it to their responses.
- Discuss with participants the steps used for presenting songs in classes
- Present slides (81-82-83) and allow participants time to listen and watch the two songs (**Phonics**) and the (**Butterfly**) as examples of songs pupils can listen to.

-

Training Aids:

Slides (79-83)

Activity no 2

Teaching Reading and Story-telling

Time (160 Min.)

Objectives:

- ✓ Identify the steps for teaching reading .
- ✓ Identify the rationale beyond teaching stories.
- ✓ Demonstrate a reading lesson.

Procedures:

- Present the objectives of the first session, tell participants that the story they will see is a model of a reading lesson.
- Present slide (6, draw their attention to the similarities between the listening and reading steps.
- Discuss with participants the steps used for presenting reading in classes.
- Elicit from participants the reasons for teaching stories.
- Present slide (9).
- Present slides (10-23, discuss with them the three stages and the activities that can be done in each stage.
- Tell participants that we are discussing some sample activities and that they can add their own suggestions.
- Give instructions of task sheet (12) and tell each group that they need to design an activity relevant to the three different stages of teaching reading.

Training Aids:

Slides (1-23)/Task sheet (12)

**Reading lesson
Task sheet (12)**

- ❖ Choose any reading lesson from the Hello series.
- ❖ Work in your groups to design a pre, during and post- reading activities.
- ❖ Each group is to design an activity for each stage.
- ❖ Choose a spokesperson to demonstrate your product.
- ❖ You have 60 minutes to do this.

Activity No (3)

Time (160 Min.)

Objectives:

- Identify the rationale behind teaching writing at an early stage.
- Describe the process of writing in the hello series.

Procedures:

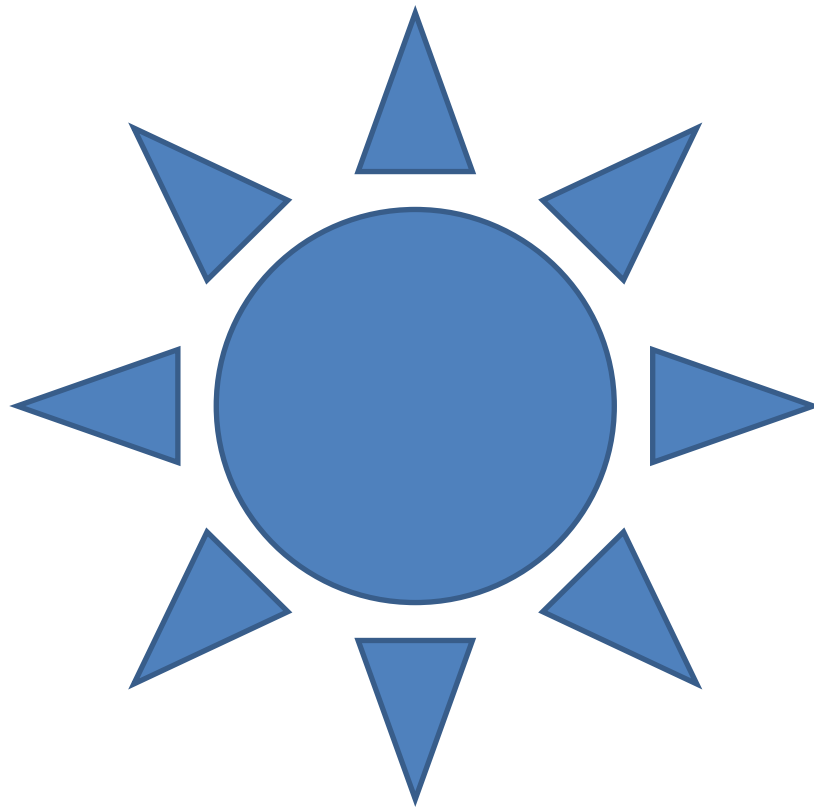
- Present slide (25) that shows the objectives of the second session.
- Discuss with participants the saying about writing and elicit their comments about the writing process in their classes.
- Give instructions of task sheet (13) and discuss with them why our pupils need to learn writing at an early stage.
- Get feedback from each group
- Present slides(29-31) , discuss with them the description of Beginning Egyptian writers

Training Aids:

Slides (24-31)/Task sheet (13)

Task sheet (13)

- ❖ **Work in your group(s).**
- ❖ **In your opinion, why should children be taught writing at an early stage?**
- ❖ **You have 15 minutes to do the task.**





**Complementary material for teachers of English
Innovative classroom practices**

Day Three

Day three objectives

- Identify the steps for teaching writing .
- Present new vocabulary item
- Use and present structure in class.
- Evaluate the training

Activity 1

Teaching writing

Time (120 Min.)

Objectives:

- Identify the steps for teaching writing.

Procedures:

- Present the objectives of the first session
- Present slide (1-20) and draw their attention to the three stages of teaching writing.
- Discuss the three stages and the activities that can be done in each stage.
- Tell participants that we are discussing some sample activities and that they can add their own suggestions.
- Present slide (18) and discuss tips for teaching writing.
- Draw the participants' attention that it is important to mark writing according to some criteria that should be clear for the students before they start writing.
- Give instructions of task sheet (14) and tell the participants that there are three types of correction: self, peer and teacher's correction.
- Stress the fact that we never correct each word or the Ss' workbooks might bleed in red that causes your Ss' frustration and loss of hope for improvement.
- We just agree on a correction scheme with our Ss from the very start of the school year.
- Refer to early writing starting with copying and tracing alphabets.

Training Aids:

Slides (1-20)/Task sheet (14)

TASK SHEET 14

The table below shows the three stages of teaching writing.

- ❖ In your group fill in the gaps with some of the techniques that could be relevant to each stage.
- ❖ You have 30 minutes to finish with the task.

Stages of the Writing Lesson	Techniques at Each Stage
Pre-writing Stage	<p>a.).....</p> <p>b.).....</p> <p>c.).....</p>
Writing Stage	<p>.....</p> <p>.....</p>
Revising/Editing Stage	<p>Three types of Correction:</p> <p>a.)</p> <p>b.)</p> <p>c.)</p>

Activity no 2
Teaching vocabulary

Time (120 Min.)

Objectives:

- ✓ Present new vocabulary item

Procedures:

- Discuss with the participants that it is useless to teach vocabulary in isolation.
- Discuss with them also that it isn't necessary to present all the vocabulary items they have, but the new key ones only to allow guessing.
- Read the instructions of task sheet (15) and elicit their comments if they agree or disagree about the sentences they have.
- Elicit one comment from each group about each sentence.
- Present the eight ways to teach new words.
- Give task sheet (16) and allow participants time to present the words in the task sheet using different techniques.
- Groups' presentations.
- Give your own feedback.

Training Aids:

Slides (22-33)/Task sheet (15/16)

Task sheet 15
Teaching Vocabulary

- ❖ What do you think about the opinions of these teachers?
- ❖ Tick agrees or disagrees.
- ❖ You have 30 minutes to do this

Opinions	Agree	Disagree
1-I try not to teach too many words in a lesson .about 7 words are enough for most students to be able to use actively.		
2-I don't teach my students every new word in a text. I only teach content words important for comprehension.		
3-I always teach new words in the same way; a picture or explanation in Arabic.		
4-I usually resort to translation as it is the best way to teach all new words .		
5-When teaching new words, I try to teach them in word families, BB &chalk, book & pencil.		
6-Asking, "Do you understand?" is the best way to check if students have understood a word.		
7-Ss keep repeating the new words even if they don't understand the meaning.		
8-I sometimes ask my Ss to read words aloud to check their pronunciation.		

Task Sheet (16)
Teaching Vocabulary

- ❖ **In your groups plan to introduce the following words in different ways. Each group should be ready to present for the whole group. The other groups should take the role of the pupils in class.**
- ❖ **You have 30 minutes to do this**

❖ **The list of words**

Huge / an umbrella / a bunch of flowers /swim /a doctor

Huge.....
.....
.....
Umbrella.....
.....
.....
**A bunch of
flowers**.....
.....
Swim.....
.....
.....
A doctor.....

Activity No 3
Teaching structure

Time (90 Min.)

Objectives:

- Use and present structure in class.

Procedures:

- Elicit from participants ways of presenting structure in class.
- Tell them that we teach grammar in a communicative way. One way of doing this is that we start with the examples.
- Discuss the three steps of presenting structure with them.
- Ask participants to read the text on slides (42:44), tell if they agree or disagree and comment on each.
- Give instructions for task sheet (17) and allow participants time to present a grammar rule using the three steps agreed upon.

Training Aids:

Slides (34:46)/Task sheet (17)

Task Sheet (17)
Teaching grammar

- ❖ Work in your groups to present a grammatical point you have already taught in the Hello series using the steps agreed upon.
- ❖ Be ready to present it.
- ❖ You have 30 minutes to do this.

Activity (4)

Time (30 Min.)

Objectives:

- Evaluate the training.

Procedures:

- Ask participants about their comments on the training day.
- Tell participants to write their opinions honestly, the trainer will read them all and this will have its own impact on the whole training.
- Tell them that they will not leave the room without completing the exit ticket.

Training Aids:

Slides (47)/Task sheet (18)

Task sheet 18
Exit ticket

Three things you liked:

Two things you still need to learn:

One suggestion:

Educational Applications for Novice Teachers

